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ABSTRACT

This instructor's guide accompanies the student booklet/unit on choosing an occupation in the Employability Skills Series. (The student booklet is available separately as CE 031 155.) It first discusses the Employability Skills Series. A section administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Choosing an Occupation

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Instructor's Guide
Choosing an Occupation

June, 1979
State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $895.17 or $0.895 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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The kind of work you choose to do for a living will be important to you! After all, you'll spend a lot of time doing it. Your occupation will affect where you'll live, how you'll live, and who you'll meet and spend time with. That's why it's important to know how to choose an occupation that's right for you. You'll want to find one that you'll be happy in.

Think about the things you like to do. Then imagine yourself 10 years from now. What kind of work do you see yourself doing?

This unit, *Choosing an Occupation,* will show you some ways to find out about yourself and about different occupations. You'll see how to check out an occupation to see if it suits you. This unit won't match you to one particular occupation, however, because there may be several good choices for you. If you want to learn how to find out about occupations that fit in with your abilities and interests, this unit is a good place to start.

There are three things to consider when you are choosing an occupation. In this unit, you'll look at each one, one at a time. In the first section, you'll be looking at *yourself*—what your abilities, interests, work preferences, and values are. In the second section, you'll learn how to explore an occupation. Then you'll collect information about two occupations. In the last section, you'll compare the information you've gathered about these occupations to the information you've written down about yourself to see how well they match.

Here's how to use this booklet.

Read the objectives on page 7. The objectives tell you exactly what you should be able to do when you have finished the unit. There are two kinds of objectives in this booklet: performance objectives and knowledge objectives.

Performance objectives are marked with an arrow. A performance objective tells you what you must be able to *do*.

Knowledge objectives tell you what you should *know* when you have completed the unit.

Work through the unit. For each objective, there are several pages of instruction and some activities that allow you to practice what you have learned. Each objective also has a test.

The Employability Skills Series

What Are Employability Skills?

Employability skills are nontechnical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, managing personal finances, getting along with people on the job, practicing good work habits, and resigning properly from a job.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young adults but written at approximately the fifth-grade reading level, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. First, objectives describing competencies were selected and adapted from a catalog of objectives validated by Florida educators. Next, objectives were defined for each unit of instruction. Instruction, activities, and tests were then designed and written for each objective. The objectives thus became the structural elements of the units, with the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units.

The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida educators and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.

Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.

Applying for a Job—How to write resumes, fill out application forms, take preemployment tests, interview for jobs.

Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.

Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.

Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills Materials—Annotates available resources that represent a wide range of media;

lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by occupational specialists and guidance counselors through workshops and minicourses, and by vocational instructors and academic teachers who relate the skills to certain aspects of their courses. Here are some suggested topics within the area of employability skills that can be integrated into classroom activities and curriculum:

Guidance counselors

aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations

Language arts instructors and business instructors

filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, taking telephone messages, using correct grammar and spelling, following oral and written instructions

Mathematics instructors

basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking

Physical education instructors and home economics instructors

health habits, appearance, nutrition, safety

Vocational educators, cooperative program coordinators, career education specialists, occupational specialists, placement personnel

all employability skills, including following instructions, observing safety rules, and using time and materials well

Social studies instructors

unemployment, career changes in our mobile society, effect of technology and rapid change on society's occupational needs and an individual's career choice

Validation of the Series

The Employability Skills Series is based on objectives and test items in the *Florida Catalog of Occupational Education Objectives: Employability Skills.* The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classrooms in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. All Employability Skills materials went through several cycles of testing and revision. Revisions were made in response to pretest-posttest results and questionnaires obtained from Florida educators and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. Field trials indicated that, for most objectives, 80 to 100 percent of the students who completed instruction on an objective were able to pass a test on that objective. In addition, student and instructor attitudes toward the materials were favorable. This unit, *Choosing an Occupation,* was tested in rural and urban schools with vocational and academic students from seventh grade through adult.

How to Administer the Unit

Purpose

Choosing an Occupation was developed to enable students: (1) to learn about themselves and how they fit into the world of work, (2) to find information about jobs, and (3) to use this information to investigate possible occupations for themselves.

The activities in this unit were developed to teach students a method of evaluating occupations in relation to their personal traits, not simply to teach them about different occupations. They will be learning a process of decision making that will be useful in their personal and professional lives.

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *When making occupational choices, several kinds of sources of information should be considered.* This includes information about oneself and about occupations; the ultimate goal of this process is to make reasonable and realistic matches between the two.
- *There is no one perfect occupation for any given person.* Conversely, every person can find a number of occupations for which s(he) is suited. Although an occupation should match as many of the student's characteristics as possible, the process is *not* meant to eliminate all but one occupation from consideration. Rather, it is intended to identify several occupations for future exploration.
- *The process of matching personal and occupational characteristics is ongoing.* Not only do the individual's interests, values, and skills change, but the job market also changes in response to technological and economic change. In today's society, it is not unusual for a person to change occupations five or more times during his/her lifetime.
- *Occupational exploration is an important part of the decision-making process when choosing an occupation.* Realistic goals can be set only when a person has adequate information about what will be required of him/her.
- *A person should consider what s(he) really wants and can do, instead of giving in to pressure from other sources.* Parents, teachers, and peers may have valuable information to impart, but the individual must consider his/her own best interests when making an occupational choice.
- *A job is more than a way to earn money; it is a major source of personal satisfaction.* A person's job shapes his/her self-concept and may influence the way other people perceive him/her. Because a job affects such a large portion of an individual's waking hours, it is very important to consider one's interests, values, and goals before choosing an occupation.

List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: performance objectives and knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

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1. List four kinds of information about yourself to use when deciding on an occupation.
2. List three ways to find out about your abilities, interests, work preferences, and values.
3. List three major types of job information to collect before deciding on an occupation, and give an example of each type.
4. List three things that you can do, besides reading about jobs, to get information about an occupation.
5. Write the titles of two printed sources of occupational information that have been described in this unit.

6. Supply, in writing, correct information about an occupation that you have collected from printed information, interviews with workers, or other sources.

7. Using the Match Sheet, compare your personal traits to those of two different occupations.

Performance objectives are marked with a

Content Outline

- **I. Thinking about Yourself**
  - **A. Kinds of Information about Yourself**
    1. Aptitudes
    2. Interests
    3. Work preferences
    4. Values
  - **B. Sources of Information about Yourself**
    1. Yourself
    2. Other people
    3. School records and grades
    4. Interest and aptitude tests
  - **C. Self-Inventory**
    1. Rating your interests
    2. Rating your abilities
       a. verbal
       b. numerical
       c. reasoning
       d. perception
       e. coordination
    3. Discovering work preferences
    4. Recognizing and rating job values

- **II. Getting Information about Occupations**
  - **A. Kinds of Information about Occupations**
    1. Job requirements
       a. education and/or training
       b. special licenses or certification
       c. special abilities
       d. work experience
    2. Job description
       a. duties
       b. salary range
       c. working conditions
    3. Job future
       a. employment outlook
       b. opportunities for advancement
  - **B. Sources of Occupational Information**
    1. Interviews
       a. employees
       b. career and guidance counselors
       c. employers
    2. Personal work experience
    3. Observation of job site
    4. Trade unions
    5. Professional associations
    6. Books and journals
       a. Occupational Outlook Handbook
       b. Dictionary of Occupational Titles
       c. Project VIEW
  - **C. Exploring an Occupation**
    1. Reading excerpts from the Occupational Outlook Handbook
    2. Interviewing people who work in an occupational area
    3. Writing a summary of job information (Exploring Occupations Worksheet)

- **III. Matching Yourself and Occupations**
  - **A. Using the Match Sheet**
    1. Consider your personal traits
    2. Consider the traits related to an occupation
  - **B. Determining If an Occupation Is a Good Choice**

Competency-Based Structure of the Unit

Competency-based instruction is designed to bring each student to a preset standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective*, which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

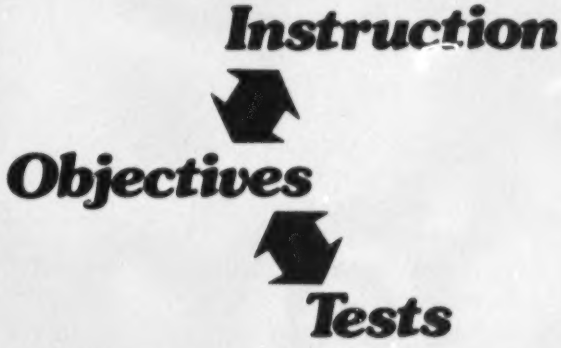
Let's look at an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A*, John a *B* or *C*, and Amy an *F*.

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level paved road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. The goal of competency-based instruction is to have all students reach the preset standard of competence. This goal is met by adjusting the amount of time and instruction to the individual, rather than keeping the time and instruction constant and comparing one student's performance after the instruction to another's by assigning grades from *A* to *F*.

This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.



4. A student's performance is evaluated in comparison to the test standard, not to the performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective and should be given additional instruction until s(he) can.

The structure of *Choosing an Occupation* fits well into competency-based instruction. This unit, like all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to help students attain competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the Employability Skills Series, two types of objectives have been designed: *knowledge objectives,* which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., list three ways to find out about your abilities, interests, work preferences, and values); and *performance objectives,* which tell the student what *skills* s(he) must have before finishing the unit (e.g., supply, in writing, correct information about an occupation that you've collected from printed information, interviews with workers, or other sources).

A student's competence in the *knowledge objectives* is measured by a written *unit test,* or *posttest,* which s(he) takes after completing the booklet. Check the student's unit test against the answer key to see whether all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, you ensure that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second or third try.

The *performance objectives,* marked with an arrow, require the student to demonstrate his/her ability to perform a task. For each performance objective, there is a performance test located within the student booklet. Each performance test includes directions for carrying out the performance test and a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to you and you check it against each item on the checklist. Point out any deficiencies in the student's performance and encourage the student to correct them.

In this way, performance tests are part of competency-based instruction, with the student receiving instruction and working on an objective until s(he) can demonstrate competence on that objective. The *Instructor Record Sheet* on page 39 is included to help you keep track of whether *each* student has passed *each* performance objective.

Procedures

The student booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. The basic procedures described below for using the unit were effective during field testing. Working at their own pace, without additional activities, field-test students took five to ten hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit you and your classroom.

As the instructor, you may wish to follow these steps:

1. **Look over the student booklet.** Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by including additional activities and resources. Note: If any objectives are omitted from the instruction, the test items corresponding to those objectives should be deleted from the unit test.

2. **Administer the pretest.** This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives or (2) selecting objectives for individual students, if desired. This test covers only the

knowledge objectives. The pretest *(Unit Test: Form A)* is on page 31 of this guide; the answer key is on page 29. Record the result (pass or fail) on the *Instructor Record Sheet* under "Pretest."

3. **Distribute and introduce the booklet to students.** Conduct a brief discussion of the importance of job satisfaction, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*). Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:

   - that the objectives describe what they will be learning to do
   - how the knowledge objectives differ from the performance objectives in terms of content and testing procedure
   - the relationship between the objectives, self-tests, performance tests, and the unit test, and the differences between the kinds of tests
   - the procedure you will use for checking their work. (See *Classroom Management.*)

4. **Have students work through the booklet.** The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and the performance tests. While students go through the booklet, you will be:

   - *answering questions.*
   - *managing the instruction.* See that students are working on the correct objective and have the necessary materials; check the performance tests against the checklists to be sure the student has correctly performed the task, etc.
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities, such as those suggested in the section *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher grade levels, it is particularly important to supplement the unit with more challenging activities to maintain their interest.

5. **Review the unit.** If students are taking the posttest (*Unit Test: Form B*) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the knowledge objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. **Evaluate and record each student's progress.**

   Self-Tests. You do not need to check the self-tests on the knowledge objectives in the student booklet. These tests are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test upon completion of the unit. It is the unit test that evaluates the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

   Performance Tests. Student responses to the performance tests contained in the booklet should be shown to you for your approval. If the student passes the objective (i.e., the student's work meets *all* of the criteria in the checklist), put a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) can pass the objective.

You may wish to change or add criteria to the checklist. If so, inform the students of the changes and see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been checked off for a given performance objective, s(he) does *not* have to do it again after completing the unit.

Unit test. A student's competence on the knowledge objectives is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

Check the student's unit test against the answer key. If the student did not answer each question correctly, you should point out which knowledge objectives need further work, and direct the student to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure, but on encouraging the student to continue working on an objective until the competency is mastered.

If a large group of students has difficulty with a particular objective, you may wish to review that section of the unit with the class. Before administering the unit test, decide what the passing score should be. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer four out of five questions correctly to receive a passing score of at least 80 percent.

Record the results of the posttest on the *Instructor Record Sheet,* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test, such as using a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. Form A may be used for a second try on the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)

AND

2. passed the performance tests.

Classroom Management

Different management plans will work best for different instructors, depending on the classroom situation. Three plans that were used successfully by field-test participants are described here.

Plan 1.
Allow each student to proceed at his/her own rate through the entire booklet. The student stops only to have the performance tests checked by the instructor. This plan provides maximum individualization but requires the most instructor time. The instructor answers questions, records student progress, and works with individual students to see that they are working on the correct objective and have the necessary materials.

Plan 2.
Assign one objective at a time to the class, with a deadline for completion.

Plan 3.
Assign a group of related objectives to the class, with a deadline for completion.

Plans 2 and 3 require less instructor time and make it simpler to schedule filmstrips, speakers, field trips, and other class activities related to specific objectives. Students who finish the objective or group of objectives early can be given enrichment activities related to the unit or can assist other students. In some vocational classes, students have been given shop projects to work on until the others finish.

Materials Needed

Students will need to refer to some source of occupational information in order to complete the performance test for Objective 6. The *Occupational Outlook Handbook, Dictionary of Occupational Titles,* and *Project VIEW* are three popular sources that are mentioned in this unit. The *Occupational Outlook Handbook* is inexpensive and easy to use, with authoritative and up-to-date information on more than 700 occupations. If your school does not have a current edition of this government publication and you wish to order a copy, do so early enough to ensure delivery before your class begins the unit.

Other references suggested by field-test teachers were *The Encyclopedia of Careers and Vocational Guidance, Handbook of Job Facts,* and *Occupational Guidance.* These and other references can be borrowed from your school library or ordered from the publisher. Addresses and prices for several references are provided under *Resources* in this guide.

Students will find interesting and enjoy taking such tests as the *Kuder Form E General Interest Survey,* the *GATB,* and the *ASVAB.* These and others are listed under *Resources.* Consult your school librarian, occupational specialist, or counselor for more information.

Although students will be working at their own pace, it is quite possible that several students will reach the performance test for Objective 6 simultaneously. You should provide several copies of the resource materials you approve for your students to use in completing this test. In this way, you will eliminate their having to wait to use the materials. If you are not able to obtain enough copies of the resources for your students, you may want to assign activities or administer one of the interest surveys while they are waiting to use the resources.

The chart of optional enrichment activities on page 18 of this guide contains a list of the materials needed for each activity.

Florida educators have permission to reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet, and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy that page and make a master with the photocopy.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, the Exploring Occupations Worksheet, the Match Sheet, and the activity on Drew Lyons may make instructive overhead transparencies.

If you are unfamiliar with the process of making spirit masters of transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. Do you think some skills can't be learned, or can you learn to do anything in which you have an interest? For example, if you were interested in ballet or computer science, could you learn the skills necessary to do these things, or are there some things you could never learn?
2. Think of one hobby or activity that you enjoy. What skills does it involve that may prove useful in a particular occupation?
3. If you could have any job you wanted, what would it be? Can you think of any reason(s) why you couldn't get this job? If so, what are they?
4. What types of work would you never want to do? Why not?
5. Which is more important to you: the time you spend at work, or the time you spend after work and on weekends?
6. Are different people's abilities better, or just different? For example, if Andy isn't any good at reading or algebra but can fix motorcycles, and Ted can read well and do math but can't do anything mechanical, are Andy and Ted just different, or is one better than the other?
7. What do you think should have the most effect on your occupational choice: your abilities, your interests, your values, or your work preferences?
8. If you knew there would be few job opportunities in an occupation that you were interested in, would you still spend the time and money to train for that occupation? Why or why not?
9. Have you ever taken any tests that measure your interests, aptitude, or ability? What did the results tell you about the kind of work you'd be good at?
10. What kinds of things limit a person's choice of occupation? What are some ways to get around these limitations?

Additional Activities

Objective(s)	Activity	Time Required
1. Kinds of Personal Information	Rate work values.	one class period
	Put on a hobby show.	one class period
2. Sources of Personal Information	Chart your grades.	one class period or outside class
	Play a card game.	one class period
	Take occupational tests.	one class period
3. Kinds of Occupational Information	Conduct a job search.	one class period
4. Sources of Occupational Information	Interview employers.	outside class
	Interview resource people.	one class period
	Take field trip to occupational site.	outside class
	Make resource file.	outside class
All Objectives	Make a scrapbook or bulletin board.	outside class
	Predict your future.	one class period or homework
	Make interest and skill charts	one class period or homework
	Watch TV programs	outside class
	Give a book or article report.	one class period

Materials	Procedure
	Write several work-related values on the board. Have students arrange them in order of importance at their desks. Discuss and compare results.
display/demonstration materials for each hobby	Have the students display or demonstrate their hobbies or interests and show how they relate to an occupation.
report cards (grades 1-12)	Have the students make a chart or graph of the grades they've made in school. They can use the results to determine their strong and weak subject areas.
3" x 5" cards	Make a set of cards for each category of personal traits: values, abilities, interests, and work preferences. Shuffle and deal three cards to each player. Discard and draw until someone has three cards that match his/her own personal traits.
copies of tests	Administer an aptitude or interest inventory test, such as JOB-O or GATB. (See *Resources.*)
newspaper want ads	Ask students to bring in "help wanted" ads to help them identify what types of occupational information they contain, such as requirements, job description, and future outlook.
cassette recorder (optional)	Have students interview workers and employers to get information on jobs in the community. The activity can be related to the section on interviewing in the unit.
cassette recorder (optional)	Invite a guidance counselor, employment counselor, or occupational specialist to speak to the class about career choices.
	Arrange a visit to an occupational site. Have students rate the occupation they observe in terms of their values, interests, etc. Could they work there? Have them give their reasons.
3" x 5" cards	Have class compile a card file of books and magazine articles that relate to choosing an occupation or that contain specific job information. (Direct them to *The Reader's Guide to Periodical Literature.*)
art supplies	Make a scrapbook or bulletin board display on career choices.
	Have students write a future autobiography that includes their occupational choice and shows how it relates to their present and past interests, achievements, and goals.
art supplies	Have students make a chart relating interests and skills to occupations. List an area of interest, some related skills, and several occupations that use the skills.
TV	Have students make notes on occupations and their related traits as portrayed on TV. Check the PBS station for specials relating to occupational choice.
book or magazine	Read and report on an article or book as it relates to making occupational choices. Include articles from popular magazines such as *Redbook, Good Housekeeping,* or *Newsweek.*

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for secondary school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □. Materials suitable for both audiences are marked with a ◉.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306

Basic Labor Market Information
Florida Employment and Unemployment
Florida Employment Bulletin
Labor Market Trends
Florida Department of Commerce Publications
Bureau of Research and Statistics
Tallahassee, FL 32304
Audience: professional
Purchase price: free.

Merchandising Your Job Talents (1974)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: $.50, 24 pp. (25% discount on 100 or more copies).

Toward Matching Personal and Job Characteristics
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
Purchase price: free.

Twenty-five personal and occupational characteristics are cross-matched with 282 occupations to assist young people and their counselors in making career decisions. Reprint from *Occupational Outlook Quarterly*, Spring, 1975.

Aptitude and Interest Inventories

Armed Services Vocational Aptitude Battery (ASVAB II)
Air Force Recruiting Offices
Grades 10-12
Administration price: free.

This battery yields aptitude scales for nine vocational areas. To have this test administered in a high school, arrangements must be made through the nearest Air Force Recruiting Office during the summer or not later than September.

Career Development Planning Inventory (1975)
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 9-10
Purchase price: $30.50 (package of 25).

This inventory consists of the Personal Data Form, a brief survey of school and nonschool experiences, attitudes, plans, and achievements, and the Kuder Career Interest Survey. It can be used with the *Career Development Notebook* (see page 24). Price includes scoring.

Career Planning Program (1976)
American College Testing Program
Career Planning Program
Post Office Box 168
Iowa City, IA 52240
Age 16-Adult
Purchase price: $4 (specimen set).

This program is a guidance-oriented system designed to help students identify and explore personally relevant occupations and educational programs.

General Aptitude Test Battery (GATB)
United States Employment Service
Grades 10-Adult
Administration price: free.

The GATB is administered in Florida through the Florida State Employment Service. Arrangements should be made through the local office. Some guidance counselors have been trained and certified to administer this test.

JOB-O
CFKR Career Materials
Post Office Box 4
Belmont, CA 94002
Audience: secondary students
Purchase price: $1.10 (reusable booklets); $.11 (self-scoring folders); $1 (administration manual).

This individualized, self-contained package is easy to administer. It uses a simple game approach to quickly and clearly carry the student through a self-inventory. Students score their own results, matching their interests, expected educational level, and work preferences with 120 jobs that will be in demand in the next decade. The kit includes concise information on these jobs, such as employment outlook, pay, and amount and kind of training needed. In field tests of the materials, students on the average found 19 job titles that fit their educational plans, interests, and personality factors.

Kuder Form E General Interest Survey
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 6-12
Purchase price: $2.10 (specimen set); $22.75 (set of machine-scored materials for 25 students).

This test measures an individual's degree of preference for activities as compared with the preferences of workers within 10 job-family groups: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. *The Career Guidance and Kuder Interest Inventories Manual* is free upon request.

A variety of other tests and programs are available to assist students with their career development. Information on the following programs and others can be obtained through your school guidance counselor or occupational specialist:

ACT Career Planning Program (American College Testing)

Career Maturity Inventory (CTB/McGraw Hill)

Career Skills Assessment Program (College Entrance Examination Board)

Differential Aptitude Tests

Kuder Form DD Occupational Interest Survey (Science Research Associates)

The Minnesota Vocational Interest Inventory (Psychological Corporation)

Ohio Vocational Interest Survey (Harcourt Brace Jovanovich)

Strong Vocational Interest Blank (Stanford University Press)

Study of Values (Houghton Mifflin)

Work Values Inventory (Houghton Mifflin)

Films

Your Job: Finding the Right One (1968)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $182.
Color, 12 min.

The film shows how young people can locate jobs suited to their needs and abilities. A plan of action for getting the right job is shown, emphasizing the importance of a thorough self-appraisal.

Filmstrips

Career Values: What Really Matters to You? (1974)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $110 (5 f/s, 5 cassettes).

This set of filmstrips introduces the concept that personal values are a key ingredient in job satisfaction, and teaches the skill of applying these criteria to choose a job and to clarify career objectives. Titles in the set are: *Introduction, Chance-Taking, Work Environment, Personal Commitment,* and *Time.*

Choosing Your Career (1968)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes, 1 discussion guide).

These filmstrips are success-oriented and centered on career planning. The relationship of part-time jobs, hobbies, reaction to school courses, and personality traits to vocational choices are discussed.

Job Opportunities Now (1970)
Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, IL 60614
Grades 7-Adult
Purchase price: $68 (6 f/s, 3 cassettes or records, 6 teacher's guides). Color, approx. 15 min. each.

This set introduces students to the world of work, motivating them to establish realistic educational and career goals and to develop important personal work attitudes and job skills. Materials are geared for students who are not planning to attend college. Titles in the set are: *Requirements in the World of Jobs, Achieving Success in the World of Jobs, Job Opportunities in a Restaurant, Job Opportunities in a Hospital, Job Opportunities in a Department Store,* and *Job Opportunities in a Supermarket.*

Selecting a Vocation (1974)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 6-12
Purchase price: $95 (8 f/s, 8 cassettes); $72 (8 f/s, 4 records). Color, approx. 11 min. each.

On-location interviews provide a practical overview of job requirements and job opportunities for young people. The presentation helps students evaluate and select the jobs they might be best suited for. Titles in the set include: *Evaluating Yourself, Evaluating Jobs, Semi-Skilled and Skilled Occupations, Clerical Occupations, Service Occupations, Sales Occupations, Business Occupations,* and *Professional and Technical Occupations.*

Kits

Career Directions (1974)
Changing Times Education Service
1729 H Street, NW
Washington, DC 20006
Grades 9-12
Purchase price: $275 (4 kits, each containing 2 f/s, 2 records, 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet); $79.50 (1 kit). Color, approx. 13 min. each.

This action- and inquiry-oriented series contains four separate kits: *Deciding on Your Career, Choosing the Kind of Job You Want, Entering the Job Market,* and *Staying With It and Getting Ahead.*

Decision Making for Career Development (1975)
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 8-Adult
Purchase price: $50 (complete kit of cassettes, program guide, and 30 books).

This kit uses role-playing activities to help students define their attitudes and values about the working world.

Project VIEW (Vital Information for Education and Work) (1975)
Panhandle Area Educational Cooperative
Post Office Box 190
Chipley, FL 32428
Grades 7-Adult
Purchase price: $125.

Each of these 442 cards contains microfilmed information about a specific job title or occupational cluster. Also available is a supplemental deck of cards listing training programs in Florida for each of the careers. The purchase price includes updating and replacement of cards every 18 months.

- **Semi-Skilled Careers Kit**
Careers, Incorporated
Post Office Box 135
Largo, FL 33540
Grades 7-12
Purchase price: $48.50 (150 career briefs and update service for 1 yr.); $9/yr. for renewal of update service.

This kit may be used by students who are potential dropouts or who don't plan to continue formal training beyond high school. It is designed to stimulate career planning and decision making.

Periodicals

Career World
Curriculum Innovations, Incorporated
501 Lake Forest Avenue
Highwood, IL 60040
Grades 9-12
Subscription price: $3.50/yr. for 9 issues (minimum 15 orders to one address).

Each issue contains articles on selected careers for young people, hints on job hunting, and humorous puzzles.

Occupational Outlook Quarterly
U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20402
Audience: students, vocational counselors, and manpower specialists
Subscription price: $5.40/yr. Quarterly.

This magazine contains articles on careers, vocational training, and other topics related to choosing an occupation. Reprints of articles for students are available free (up to 35 copies). Order by title: *Beginner's Guide to Work, Career Planning for High School Girls,* and *Jobs in the Paraprofessions.*

Print

- **Career Development Planning Notebook (1975)**
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 9-10
Purchase price: $17 (package of 10).

This notebook, written on a sixth-grade reading level, covers self-assessment, an overview of the world of work, career investigation, planning, and decision making. Includes worksheets, which are also available in spirit masters, making the notebooks reusable.

Chronicle Guidance Occupational Briefs
Chronicle Guidance Publications, Incorporated
Moravia, NY 13118
Purchase price: $100 (set includes over 500 titles, unbound); Occupational Brief Service, one year (September through April), $32.

Each brief gives concise, factual information on an occupation including work performed, working conditions, places of employment, hours, earnings, personal requirements, high school and the job, educational requirements, advancement opportunities, employment outlook, related occupations, bibliography for further reading. Each brief is coded to the *Dictionary of Occupational Titles.*

Decisions and Outcomes (1973)
College Entrance Examination Board
Publications Order Office
Post Office Box 592
Princeton, NJ 08540
Grades 10-12
Purchase price: $4 (examination set of one student workbook and one leader's guide); workbooks, $2.50 each.

This course of study on decision making includes units on values, information gathering, and strategies for succeeding. A similar course, entitled *Deciding,* is available for grades 7-9.

Dictionary of Occupational Titles, 3rd Ed. (1965-66)
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
Grades 9-Adult
Purchase price: $12.80 (Vol. I); $11.20 (Vol. II).

This two-volume hardback has become a standard resource for occupational information. Volume I lists the definitions of 21,741 job titles, including: functions performed by workers, significant aptitudes, interests, and temperaments required by the job, and critical physical demands and working conditions. Volume II classifies jobs by occupational group and worker traits.

The Encyclopedia of Careers and Vocational Guidance (1975)
J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, IL 60602
Purchase price: $44.50 (2 vols.).

This set consists of two volumes: *Planning Your Career* and *Careers and Occupations.* Articles in *Careers and Occupations* provide information on more than 650 occupations: the definition, nature of the work, requirements, opportunities for experience and exploration, methods of entering, employment outlook, earnings, working conditions, social and psychological factors, and sources of additional information.

Handbook of Job Facts (1972)
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 9-Adult
Purchase price: $9.20 (school price: $6).

This handbook contains summaries of basic data on 300 major occupations in a convenient chart form. Information includes duties, places of employment, number of workers, education and training, special qualifications, ways to enter field, advancement opportunities, earnings, supply and demand, and references.

- **How to Get a Job (1966)**
Addison-Wesley Publishing Company
Reading, MA 01867
Grades 9-12
Purchase price: $6.95 (student materials); $4.50 (teacher materials).

These materials, written at a seventh-grade reading level, include a student workbook of exercises on finding and applying for a job; job cards describing 46 jobs from which the student makes selections; and a role-play book, which provides instructions and checklists for roleplay sessions designed to develop interview skills.

- **The Job Box (1974)**
Fearon Publishing Company
6 Davis Drive
Belmont, CA 94002
Grades 7-12
Purchase price: $48 (70 booklets).

These booklets, grouped by job cluster, describe a variety of jobs, giving information about working conditions, salaries, and opportunities for advancement.

- **Jobs in Your Future (1973)**
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 9-Adult
Purchase price: $.90 (workbook); $1.50 (1 teacher's guide, free with 20-39 copies of workbook).

This high-interest, low reading level exercise book is for secondary school students who are getting ready to enter the world of work. It covers the skills and attitudes needed to find, get, and keep a job, and devotes several sections to job choice.

Me and Jobs (1974)
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $2.80 each (11 to 30 copies); teacher's manual, $1 (free with 11 or more texts).

This student workbook, with activity units on *Me, Jobs, Me and Jobs,* and *Applications and Interviews,* enables the student to look at jobs in terms of his/her own abilities and needs.

Occupational Exploration Kit (1972)
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 9-Adult
Purchase price: $144.

This program consists of 400 four-page briefs on different occupations, 20 booklets on job clusters, 8 guidance booklets, 25 student record books, and a teacher's guide. It is designed to help the student relate occupations to his/her own abilities and interests.

Occupational Guidance
Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426
Purchase price: $43.50/unit (each unit contains 8 volumes, 20 briefs in each volume).

These individual descriptions of 800 careers include the duties, responsibilities, salary range, advantages and disadvantages, and other important information.

Occupational Outlook Handbook (1976-77 Edition)
Bureau of Labor Statistics
1371 Peachtree Street, NE
Atlanta, GA 30309
Grades 9-Adult
Purchase price: $7.

This basic reference tool contains descriptions of over 700 occupations, including information on the nature of the work, places of employment, training and advancement, employment outlook, earnings and working conditions, and sources of additional information.

- **Popeye Careers Comic Books (1973)**
King Features
Education Division
235 East 45th Street
New York, NY 10017
Grades 6-12
Purchase price: $42.50.

This program consists of multiple copies of 15 comic books, each describing Popeye's adventures in one of the U.S. Office of Education's career clusters. Also included are charts, a bingo game, a teacher's guide, and a display rack.

Transparencies

Interpreting the Kuder E General Interest Survey (1973)
Science Research Associates, Incorporated
259 East Erie Street
Chicago, IL 60611
Grades 9-12
Purchase price: $10.94.

This transparency program is designed to help students interpret their Kuder E scores and to explain how these scores can be used as a starting point for career exploration.

Career Opportunities
United Transparencies, Incorporated
Post Office Box 688
Binghamton, NY 13902
Grades 6-9
Purchase price: $178.75 (83 transparencies and 1 teacher's guide). Transparencies may be purchased individually.

This series presents an overview of changing occupations and ways to approach career choice.

How to Measure Student Performance

Performance Test Answer Key and Objectives

The complete form of the performance objectives is listed below. Each objective includes a performance checklist, which is identical to the one in the student booklet and contains the requirements for achievement of the objective as taught in the unit. The objectives with checklists thus serve as an answer key. Every item on the checklist must be correct for the student to pass that objective.

Objective 6

Given an Exploring Occupations Worksheet, the student will complete the worksheet using information that s(he) has collected from printed materials, interviews with workers, or other approved sources. All criteria on the following performance checklist must be met.

Performance Checklist

- Wrote your name and the date
- Wrote the title of the occupation you explored
- Wrote the names of the sources where you got this information
- Gave all the information asked for under Job Requirements
- Gave all the information asked for under Job Description
- Gave all the information asked for under Job Future
- All your information is correct and complete

Objective 7

Given a Match Sheet, the student will match his/her personal traits to those of two different occupations. All criteria on the following performance checklist must be met.

Performance Checklist

- Checked at least one box for each statement
- Used the correct Exploring Occupations Worksheet (A or B) to answer the questions
- Used information about your abilities, interests, values, and work preferences (as marked on your Self-Inventory) to answer all questions

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING
(Objective 5)

When asked to give the titles of two printed sources of occupational information described in the unit, the student must list at least one of the following:

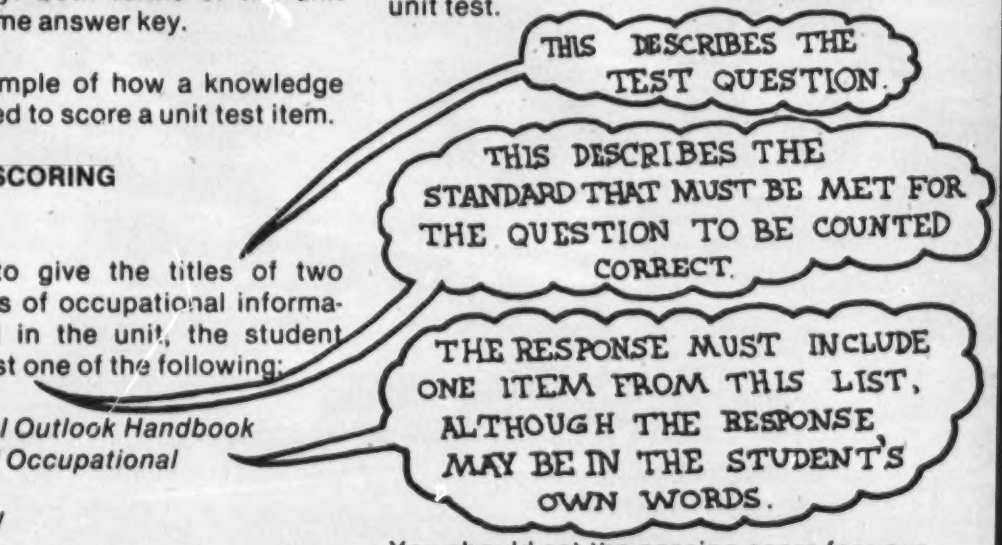
Occupational Outlook Handbook
Dictionary of Occupational Titles
Project VIEW

If the student's response includes one from this list (the standard set in this particular objective), his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response does not include at least one of the items on this list, s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to delete the questions for that objective from the unit test.


THIS DESCRIBES THE TEST QUESTION.
THIS DESCRIBES THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED CORRECT.
THE RESPONSE MUST INCLUDE ONE ITEM FROM THIS LIST, ALTHOUGH THE RESPONSE MAY BE IN THE STUDENT'S OWN WORDS.

You should set the passing score for your students before administering the test. In field testing of all Employability Skills materials, the passing score on the unit test was set at 80 percent. For this unit, students had to answer four out of five questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When asked to list four kinds of information about oneself to use when deciding on an occupation, the student must list all four of the following:

- abilities
- interests
- work preferences
- values

Objective 2

When asked to list three ways to find out about one's abilities, interests, work preferences, and values, the student must list at least three of the following:

- yourself
- other people who know you well
- school records and grades (one or both)
- tests

Objective 3

When asked to list three major types of job information to collect before deciding on an occupation, and to give an example of each, the student's list must include:

TYPE OF INFORMATION (all three)

1. Job Requirements

   Example:

   education and/or training
   special licenses or certification
   special abilities
   work experience

2. Job Description

   Example:

   duties
   salary (pay)
   working conditions

3. Job Future

   Example:

   employment outlook
   chances for advancement

Objective 4

When asked to list three things to do, besides reading about jobs, to get information about an occupation, the student must include at least one of the following:

- Talk with people who work in an occupation that you're interested in.
- Ask your guidance counselor or occupational specialist for information.
- Observe workers on the job.
- Think about your own work experience.
- Interview employers in the occupations you're interested in.
- Talk with members and officers of trade unions.
- Write to professional associations for information.

Objective 5

When asked to give the titles of two printed sources of occupational information described in the unit, the student must list at least one of the following:

- *Occupational Outlook Handbook*
- *Dictionary of Occupational Titles*
- *Project VIEW*

Unit Test: Form A

(Employability Skills: Choosing an Occupation)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 1)* Ralph can't decide whether to become a salesperson or a news reporter. What four kinds of information about himself should he use to help him choose an occupation?

   a. _____

   b. _____

   c. _____

   d. _____

2. *(Objective 5)* Kevin knows what occupational information to look for, but doesn't know where to find it. List the titles of two widely used, printed sources of occupational information he can use.

   a. _____

   b. _____

3. *(Objective 4)* Celia can't find the job she's looking for in any of the widely used, printed sources of information. What are three other things she can do to find out information about that occupation?

   a. _____

   b. _____

   c. _____

4. *(Objective 2)* Cynthia knows the kinds of information about herself that will help her decide on a career. What are three ways she can find out this information about herself?

   a. _____

   b. _____

   c. _____

5. *(Objective 3)* What are three major types of information about an occupation that Lenora should collect before choosing that occupation? Give an example of each type.

Type of Occupational Information	Example
a. _____	_____
b. _____	_____
c. _____	_____

Unit Test: Form B

(Employability Skills: Choosing an Occupation)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* Jerry knows the kinds of information about himself that he needs to help him decide on an occupation. What are three ways he can find out this information about himself?

   a. _____

   b. _____

   c. _____

2. *(Objective 5)* Lisa knows what occupational information to look for before deciding on a career, but is not sure where to find it. List the titles of two widely used, printed sources of occupational information she can use.

   a. _____

   b. _____

3. *(Objective 3)* What are three major types of information about an occupation that Allen should collect before deciding on that occupation? Give an example of each.

Type of Occupational Information	Example
a. _____	_____
b. _____	_____
c. _____	_____

4. *(Objective 4)* The occupation Bill is interested in isn't listed in any of the printed sources of occupational information. What are three other things he can do to find out information about the occupation?

   a. _____

   b. _____

   c. _____

5. *(Objective 1)* Jennifer can't decide whether to become a social worker or a lawyer. List four kinds of information about herself that she should think about before she decides on an occupation.

a. _____

b. _____

c. _____

d. _____

Unit Test: Form A

(Employability Skills: Choosing an Occupation)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 1)* Ralph can't decide whether to become a salesperson or a news reporter. What four kinds of information about himself should he use to help him choose an occupation?

   a. _____

   b. _____

   c. _____

   d. _____

2. *(Objective 5)* Kevin knows what occupational information to look for, but doesn't know where to find it. List the titles of two widely used, printed sources of occupational information he can use.

   a. _____

   b. _____

3. *(Objective 4)* Celia can't find the job she's looking for in any of the widely used, printed sources of information. What are three other things she can do to find out information about that occupation?

   a. _____

   b. _____

   c. _____

4. *(Objective 2)* Cynthia knows the kinds of information about herself that will help her decide on a career. What are three ways she can find out this information about herself?

   a. _____

   b. _____

   c. _____

5. *(Objective 3)* What are three major types of information about an occupation that Lenora should collect before choosing that occupation? Give an example of each type.

Type of Occupational Information	Example
a. _____	_____
b. _____	_____
c. _____	_____

Unit Test: Form B

(Employability Skills: Choosing an Occupation)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* Jerry knows the kinds of information about himself that he needs to help him decide on an occupation. What are three ways he can find out this information about himself?

   a. _____

   b. _____

   c. _____

2. *(Objective 5)* Lisa knows what occupational information to look for before deciding on a career, but is not sure where to find it. List the titles of two widely used, printed sources of occupational information she can use.

   a. _____

   b. _____

3. *(Objective 3)* What are three major types of information about an occupation that Allen should collect before deciding on that occupation? Give an example of each.

Type of Occupational Information	Example
a. _____	_____
b. _____	_____
c. _____	_____

4. *(Objective 4)* The occupation Bill is interested in isn't listed in any of the printed sources of occupational information. What are three other things he can do to find out information about the occupation?

   a. _____

   b. _____

   c. _____

5. *(Objective 1)* Jennifer can't decide whether to become a social worker or a lawyer. List four kinds of information about herself that she should think about before she decides on an occupation.

a. _____

b. _____

c. _____

d. _____

Instructor Record Sheet:

Choosing an Occupation

Each student should be allowed at least three attempts to pass the performance test on each objective.
The Performance Test Answer Key is on page 28.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit.
The Unit Test Answer Key is on page 29.
This covers the knowledge objectives: 1, 2, 3, 4, and 5.

Suggested System for Recording. Place a 0 under each try not satisfactorily completed by the student. Place a 1 under each try satisfactorily completed by the student. If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

	KNOWLEDGE OBJECTIVES			PERFORMANCE OBJECTIVES					
	PRETEST	POSTTEST							
	UNIT TEST Form A	UNIT TEST Form B	Form A	OBJ. 6 (p. 62) Exploring Occupations Worksheet			OBJ. 7 (p. 66) Match Sheet		
Student Name	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.

Instructor Record Sheet:

Choosing an Occupation

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